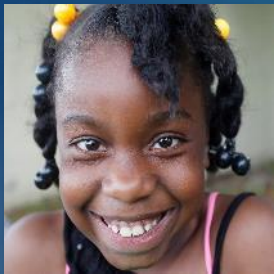




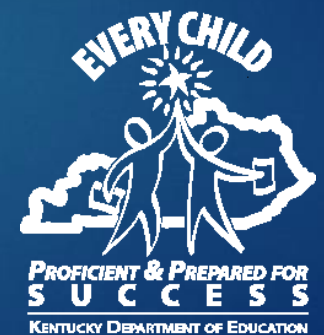
Every Student Prepared for Success

STEPHEN L. PRUITT, PH.D.

COMMISSIONER OF EDUCATION



Every Student Succeeds Act (ESSA)



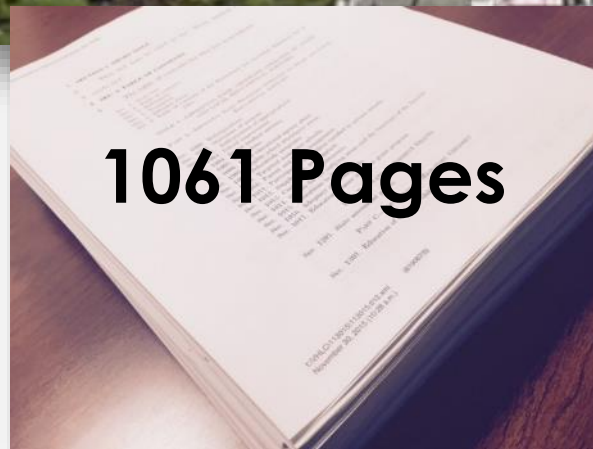
Elementary and Secondary Education Act

- Main federal law governing K-12 education
- Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Latest version, No Child Left Behind (2001), due for reauthorization in 2007
- When Congress failed to act, USED offered waivers
- Kentucky has operated under waivers since 2012
- Current waiver approved through 2017-18 SY



Every Student Succeeds Act (ESSA)

- House and Senate passed different versions this year
- Conference committee reached agreement Nov. 18
- Dec. 2 House passed on a 359-64 vote
YES: Barr, Guthrie Rogers, Whitfield, Yarmuth;
NO: Massie
- Senate tentatively scheduled to consider bill Tuesday
- President has indicated he will sign
- Phased in from adoption through the 2017-18 SY



Every Student Succeeds Act (ESSA)

- Limits USED secretary's authority
- Provides more state and local control
- While less prescriptive, still must meet certain mandates
- Does not mean we can back off accountability
- Provides opportunity to create a new assessment and accountability system that will be more meaningful for kids



5

KENTUCKY DEPARTMENT OF EDUCATION

KENTUCKY SCHOOL REPORT CARD

College/Career-Readiness for All

REPORT CARDS DATA SETS GLOSSARY CONTACT US PRINT INSTRUCTIONS

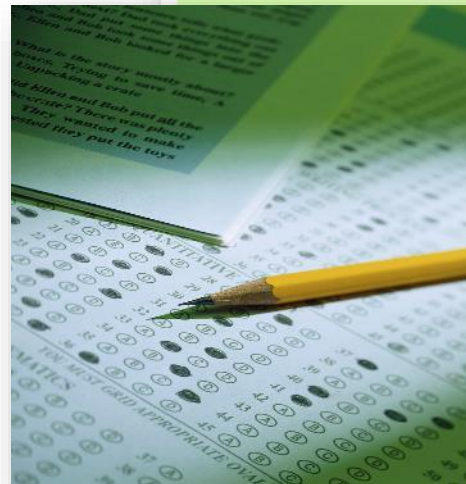
Welcome to Kentucky's School Report Card.

Each year, School and District Report Cards are posted on the Kentucky Department of Education's (KDE's) website. Not to be confused with student report cards, these Report Cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, [KRS 158.6453](#), and regulation, [703 KAR 5:140](#). Additionally, the Report Cards must incorporate the requirements of the federal [No Child Left Behind \(NCLB\)](#) Act.

Please explore the links below to view or download the current school and district report cards or to understand more about Kentucky's School Report Card Project. While the KDE website is the most convenient and inexpensive way for the vast majority of Kentucky parents to receive this information, schools and districts are required upon request to print cards for parents lacking Internet access.

To access School Report Cards for years prior to 2011-2012, click [here](#).

STATE REPORT CARD	DISTRICT REPORT CARD	SCHOOL REPORT CARD
Year: 2014-2015	Year: 2014-2015	Year: 2014-2015
View Card	District: Adair County View Card	District: Adair County School: Adair County High School View Card



Standards

- ▶ Must demonstrate “challenging academic standards” in mathematics, reading or language arts, and science
- ▶ Must be aligned with state postsecondary entry requirements for credit-bearing coursework and relevant state career and technical education standards
- ▶ English language proficiency standards must align with state academic standards



Assessments

- ▶ **High quality**; can include portfolios, projects or extended performance tasks
- ▶ Annual **summative OR multiple assessments** combined to produce summative score
- ▶ **Reading/language arts and Math**: Grades 3-8 and once in grades 9-12
- ▶ **Science**: Once in grades 3-5; 6-9 and 10-12
- ▶ State may set limit on time devoted to assessment administration for each grade
- ▶ 1 percent cap on students with significant cognitive disabilities that can be assessed using alternative assessments

Accountability

- ▶ No more Adequate Yearly Progress
- ▶ **State-determined** (USED must approve) with certain federal requirements
 - ❑ **At least 4 academic indicators** including:
 - ✓ **proficiency** on state tests
 - ✓ progress on **English language proficiency** for ELL students
 - ✓ **student growth or other academic indicator** (elementary and middle schools only)
 - ✓ **graduation rate** (high schools only)
 - ❑ **A measure of school quality and student success** such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety
- ▶ Must factor in not less than **95% overall and subgroup participation rate**

Accountability

- ▶ **Individual student group reporting** on all measures (focus on gap closure)
- ▶ **Weighting** is determined by states but academic factors have to count “much” more than measures of school quality or student success
- ▶ State must **establish “ambitious long term goals”** with measurements of progress for all students
- ▶ Each year state must “**meaningfully differentiate” schools** and identified student populations based on performance on indicators
- ▶ Maintains requirement for **state and local report cards** with emphasis on disaggregated data and some expanded reporting requirements
- ▶ **Existing plan continues through Aug. 1, 2016. Continue with current processes and requirements. Will provide further guidance when we receive it. New state plans for accountability would take effect beginning in 2017-18 SY.**

Interventions

COMPREHENSIVE SUPPORT AND IMPROVEMENT

Who:

- ▶ Bottom 5 percent of schools (identified at least every 3 years)
- ▶ High schools failing to graduate one third or more of students
- ▶ Schools with consistently underperforming student group (lowest 5% in state)

How:

- ▶ Districts work with teachers and school staff to develop evidence-based plan based on needs assessment; must identify resource inequities; plan must be approved by school, district and state
- ▶ State monitors turnaround effort; can intervene (after no more than 4 years) with its own plan if school continues to struggle

Interventions

TARGETED SUPPORT AND IMPROVEMENT PLANS

Who: Schools where identified students groups consistently underperform

How:

- ▶ Schools develop evidence-based plan to help each student group that is behind
- ▶ Schools with consistently underperforming student groups (lowest 5% in state) also must address resource inequities through plan
- ▶ Districts monitor the plan and can intervene
- ▶ Continuing poor performance requires comprehensive support and improvement; more aggressive district and state intervention
- ▶ **For both support and improvement categories**
 - ❑ No specific school improvement strategies prescribed
 - ❑ States set exit criteria

Federal Funding

- ▶ Maintains federal Title programs
- ▶ No Title I portability
- ▶ Provides some resources for school turnaround efforts (No SIG funds)
 - ❑ 7 percent of Title I, Part A reserved for state grants to support school improvement activities
 - ❑ up to 3 percent reserved for direct student services
- ▶ 50+ funding programs combined into large block grant
- ▶ Continues maintenance of effort
- ▶ Allows flexibility for equitable distribution of funds



Miscellaneous Items

- ▶ No federal requirement for assessment data in teacher evaluation
- ▶ Provides resources to states and districts to support teachers, principals and other educators including:
 - ❑ high quality indication for new teachers
 - ❑ evidence-based PD
 - ❑ new teacher recruitment
- ▶ Promotes choices of parents with students in schools identified for comprehensive support and improvement
 - ❑ option to transfer (up to district) with priority to lowest-achieving children
 - ❑ quality charter schools (where allowed) with increased accountability



Every Student Succeeds Act (ESSA)

- Contact your Senator
- Vote YES
- **Sen. Mitch McConnell**

(202) 224-2541

[www.mcconnell.senate.gov/
public/index.cfm?p=contact](http://www.mcconnell.senate.gov/public/index.cfm?p=contact)

- **Sen. Rand Paul**

(202) 224-4343

[www.paul.senate.gov/
connect/e-mail-rand](http://www.paul.senate.gov/connect/e-mail-rand)



- Senate scheduled to consider on Tuesday